

# ***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

## ***U.S. Department of Education***

### **Cover Sheet**

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal **Mrs. Carol A. Shakarian**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **SS. Cyril & Methodius Catholic School**  
(As it should appear in the official records)

School Mailing Address **1639 Alameda Avenue**  
(If address is P.O. Box, also include street address)

**Lakewood** **Ohio** **44107 -4934**  
City State Zip Code+4 (9 digits total)

County **Cuyahoga** School Code Number\* **N/A**

Telephone ( **216** ) **221-9409** Fax ( **216** ) **221-8516**

Website/URL **www.lkwdpl.org/sscme** E-mail **sscandm@yahoo.com**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date **10 December, 2004**

Name of Superintendent\* **Ms. Margaret Lyons**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Cleveland Catholic Diocese** Tel. ( **216** ) **696-6525** **Ext.1022**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson **Reverend Jerome Duke, Pastor – SS. Cyril & Methodius Catholic Church**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date **10 December, 2004**

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other

N/A TOTAL

2. District Per Pupil Expenditure: N/A

Average State Per Pupil Expenditure: N/A

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	10	5	15
K	8	6	14	8	6	4	10
1	15	11	26	9			
2	8	7	15	10			
3	6	8	14	11			
4	6	6	12	12			
5	6	5	11	Other			
6	7	7	14				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				131

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                 |                                  |
|-----------------|----------------------------------|
| <u>83</u>       | % White                          |
| <u>3</u>        | % Black or African American      |
| <u>8</u>        | % Hispanic or Latino             |
| <u>6</u>        | % Asian/Pacific Islander         |
| <u>        </u> | % American Indian/Alaskan Native |
| <b>100%</b>     | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>2</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>2</b>
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>4</b>
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	<b>131</b>
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	<b>0.03</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>3%</b>

8. Limited English Proficient students in the school: 3%  
4 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: **Spanish and Arabic**

9. Students eligible for free/reduced-priced meals: **54.1% (2004-2005) 49.6 % (2003-2004)**

Total number students who qualify: **71 (2004-2005) 65 (2003-2004)**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12.2 %  
16 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>10</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>2</u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>9</u>	<u>3</u>
Special resource teachers/specialists	<u>6</u>	<u>    </u>
Paraprofessionals	<u>1</u>	<u>    </u>
Support staff	<u>2</u>	<u>    </u>
Total number	<u>20</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 15:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	98%	98%	97%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A %	N/A %	N/A %	N/A %

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

N/A

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	100 %

## PART III - SUMMARY

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### *Narrative Snapshot*

**SS. Cyril & Methodius Catholic School**, recently re-accredited by both the State of Ohio and the Ohio Catholic School Accrediting Association, will soon celebrate 100 years of Catholic education in **Lakewood, Ohio**. A small school of maximum modern capacity of 225, we serve a relatively impoverished population in this inner-ring suburb of Cleveland. When the school was founded in 1906, it was staffed by the Sisters of Notre Dame. It was originally established as a Slovak-American school, ministering to the families of SS. Cyril & Methodius Church, which was built by Slovak immigrants. As the years passed and second-generation immigrants moved further out from the central city, Lakewood became an inner-ring suburb and the school accepted students from the nearby neighborhood without regard to their ancestry. Today, this “Birdtown” neighborhood of Lakewood is being considered for historic landmark status because of its past and present ethnic acquiescence. The school is a continuous participant in the ethnic festivals and community events sponsored in this poor, but lively neighborhood.

Our mission is simple: *As students, parents and teachers, we stand in awe of our God-given potential, and we are committed to enhancing it with relentless challenges in the classroom.* We actively engage our families and teachers to help in this endeavor and we are having incredible success. Our parents, many of them single, volunteer an average of 20 hours per school year at our school. An active parent group and athletic club have further complemented our program. Our teachers, more than half of whom are 12-15 year veteran teachers, are remunerated at approximately one-half of that which their public school counterparts receive - though their commitment is unremitting. Our most recent School Improvement Plan was formed by a parent group, detailed by our teachers, and includes measurable academic goals. It became the central focus of our recent accreditation and our blueprint for the next six years.

We challenge our youngsters with a rich educational experience that includes religion, mathematics, reading, English, social studies, science, Spanish (grades 7 & 8), and the arts. Because we are a Catholic school, we are able to instill values across the curriculum. We have a state-of-the-art computer lab which every student visits for two classes weekly. Additionally, every classroom has two computers for students' use under the teachers' supervision. We further engage our students annually in such competitive academics as our annual Poetry Contest and Science Fair. Participation by every student is required, but parental assistance is likewise encouraged. "Homework Lab," staffed by a certified teacher, is available every night after school from 2:30-4:30 PM for students who wish to use it.

All students are tested annually using the Iowa Test of Basic Skills and scores reflect very clear growth over several years. As a school, we range in the top 12% of all schools according to norms from the year 2000. Despite a 49%-54% range of poverty based on Title I eligibility and Free/Reduced Lunch Program, 92% of our students are working at least one grade above of their current grade level.

SS. Cyril & Methodius Catholic School continues to raise the bar for students, challenging them academically, in an absorbing team-like environment. We look forward to both our centennial celebration and the same loving pursuit of excellence for another 100 years.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **Private Schools**

#### ***1. Report of School Assessment Results***

***\* SS. Cyril & Methodius School requests consideration under the "dramatic improvement" category because it meets or exceeds the tests of:***

- a) All students achieving at high levels – TABLE #1***
- b) A cohort group improved dramatically over at least three years – TABLES #2 & #3***
- c) At least 40% of the students from disadvantaged backgrounds –***

***a)*** We assess our students annually by administering the Iowa Test of Basic Skills to all students in grades 1-8. Our scores on these tests reflect achievement levels in the 60%-70% ile range of all schools in the nation for all students as well as for disadvantaged students. For the last year tested in grades 1-8, student percentile ranks in reading and mathematics averaged 66% and 61.6% respectively. When converted to National School Norms, this translates into 74.4 % and 76.7% in reading and math respectively for those eight grades. See Table #1.

*b)* Further, after tracking the cohort group, the Class of 2004 (grade 8), over three years, achievement is not only above the National Mean Score in all four years, it is manifested as dramatic by the definition of “improvement of at least one-half standard deviation over three years.” Data display Tables #2 and #3 show the clear growth by indicating the number of standard deviations of cumulative growth for both the main group and the disaggregated subgroup of low-income students in both reading and math. This was accomplished by subtracting the Nat’l Mean Score from our students’ score, determining how much of the SD for that year (gr.5) that our students attained. Then, repeating that process for the gr.8 year and determining the *difference* of those quotients – which indicated the amount of relative growth they attained.

*c)* For this study, students were disaggregated into a subgroup of the cohort with respect to disadvantaged background. Our school has a total poverty population range of 49%-54% based on Title I eligibility and students participating in the Free/Reduced Federal Lunch Program. Low-income students’ average performance was slightly below that of the cohort, though still well above the mean of National Student Percentiles.

The only students excluded were those on Individualized Education Plans (IEP) or students absent for the entire battery due to illness. This was negligible in all grades.

## **2. *School Use of Assessment Data***

School Performance - Since the ITBS battery is administered every year to every class, we use test results data to measure cohort growth from year to year, as well as growth over several years. We used this data extensively in our latest School Improvement Plan that was required as the centerpiece of our accreditation. In general, we have been pleased with the results indicating that our students are all working at least one grade level above the norm. However, this particular study (BRS/NCLB) has alerted us to the difference between simple growth and dramatic growth. In general, our students perform substantially better than the norm in all areas, therefore we “start” at a higher level. However, standard deviation growth over several years is difficult to attain. In the case of this cohort class (8th grade, 2004) indicated on Tables #2 and #3, they attained growth in slight excess of the required standard deviation growth in both reading and mathematics (0.511 and 0.530 respectively) - with the low-income subgroup performing similarly.

Student Performance – Since we have a large Title I program and there are clear cut-off percentile scores for students who perform below par in any given area, our students are screened annually on an individual basis – using the individual ITBS scores in concert with CogAb (abilities’ scores) – to design a plan for every student and to determine if they might require remedial or enrichment. Teacher referrals, parent requests, and auxiliary tutors are all factors in this process.

## **3. *Communication of Performance***

In addition to regular report periods quarterly and mid-term progress reports at five week intervals, parent/teacher conferences offer an opportunity for teachers to relay performance results to both students and parents. Further, in late spring of every year, all students are provided with an individual assessment of their ITBS results. These are reviewed with them individually by the teacher. A report of the same is sent home to the parents.



The school community is kept informed of school and student progress through our school web site, monthly newsletters, and frequent opportunities for parents to participate during the school day in the classroom.

#### **4. *Sharing Successes with Other Schools***

Sharing with other schools is already an important part of our mission. Our unique kindergarten program has become a benchmark for other area schools as we relayed our success with that. Further, there is a unique situation occurring this year in our Lakewood, Ohio community. Currently there are four Catholic schools serving a constituency of fewer than 700 students. Three of the four schools are currently making plans to merge into one for the 2005-2006 school year. The new configuration will likely be on two campuses, one each of primary and intermediate levels. Our school, SS. Cyril & Methodius, has opted out of the merger because of our unique population of disadvantaged students. Over the years there has been close communication with these neighboring schools, including shared activities in which all students were together for a specific meeting. In the interest of all the students in our community, we shall continue to share our successes, especially with respect to relative growth, with these schools.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. *School Curriculum***

SS. Cyril & Methodius Catholic School is an autonomous Catholic school within the Catholic Diocese of Cleveland. We are the beneficiaries of excellent educational research and Ohio State approved curriculum that the Diocese offers. Our school curriculum is centered on that Graded Course of Study, though as an autonomous school, we are free to decide our own methodology with respect to the needs of individual classes. Currently our curriculum includes Religion, Phonics (grades K-3), English, Spelling, Reading/Literature, Mathematics, Science, Health, Physical Education Music, Art, Spanish (all students in grades 7&8), and Computer Education. All subjects are taught every day, except for Health (full time, 1 quarter), Physical Education, Computer Education (2 days/week), and Music and Art (1 day/week). Penmanship is also graded. All children visit the school library once weekly and the neighborhood library branch, less than one block away, is often visited by our students during the school day.

Every year, the principal and a faculty committee review textbooks and educational materials in order that we remain on the cutting edge of addressing all the needs of all of our students. Our Title I program consists of a full-time Title I teacher and a substantial budget for educational materials. We recently acquired the Leap Frog Reading Program which focuses on the individual learner either one-on-one or in small groups. All of our IEP students have been helped considerably by participating in this program.

Religion is an important subject because it crosses the curriculum. Our students receive religious instruction daily and participate in volunteer and social justice activities frequently.

Language Arts includes English, phonics, spelling, vocabulary, reading and literature. Our annual Poetry Contest is mandated for everyone and requires every student to memorize an age-appropriate poem for recitation. Winners in each class compete at an all-school assembly. Spanish is taught to all 7th and 8th graders and is accompanied by diverse enrichment activities.

Mathematics and science are currently regarded as our highest priority. We recently evaluated our textbook series, divided our math curriculum into primary and intermediate, and carefully studied the weaknesses as indicated in the ITBS Building Performance Profile. This gave us a clear idea of problem areas by comparing our students' correct responses to those of students nationally. This has been a very helpful tool.

## ***2. Reading Curriculum***

The Diocesan Reading Curriculum, by which we are guided, is defined within three levels, Primary, Intermediate and Middle School. Reading is addressed differently at each level; vocabulary and library skills accompany each level; and comprehension is emphasized throughout. Every classroom has two computers for student use which include additional software and activities aligned to each reading level.

In kindergarten through grade three, we utilize a combination of readiness, word recognition (sight words) and phonics with a reading series that includes audio taped versions of each story in the reader. This permits students to use listening skills, follow along with the written word, and hear the proper inflections for good readers.

The intermediate grades, 4 and 5, graduate to chapter books that are accompanied by intensive vocabulary skills. Teachers are encouraged to choose novels with a theme that often crosses the curriculum of either science or social studies. Student projects are a part of each novel unit.

Grades 6-8 are treated as if they were in high school. A collective literature book is the basal text and it contains excerpts of novels, short stories, and poems. Three novels/year are read together as a class and vocabulary review is required for each. All students in grades 6-8 are required to do summer reading and are tested on them in September. Teachers in grades 7&8 require six "homework" book reports annually.

## ***3. Curriculum of Choice – Mathematics***

Even though our students have been consistently above national norms in mathematics, three years ago (2001) we noticed a "blip" in our methodology. Upon inspection of the ITBS Building Profile, in which specific areas are targeted, we noticed weaknesses in the 4th and 5th grade methodology and decided to change the basal text and adjust the curriculum to suit the needs of our students.

We further updated our middle school curriculum and text to include algebra for grade 8; we used technology to review and assess student progress and comprehension; and we created small, homogeneous groups in each class to account for different learning levels. Since we were working on a new School Improvement Plan for accreditation in 2003-2004, we took that

opportunity to change the thrust of our instruction in those grades. The first class to be instructed in the new methodology was the cohort (8th grade-2004) in this study - and the results are very fine.

Our math program is designed to challenge all students and monitor their progress weekly. We are gratified to see results in growth in just three years and trust that this new methodology works for all of our students. As our mission states, "*...we are committed to enhancing it [our God given potential] with relentless challenges in the classroom.*"

#### ***4. Different Instructional Methods Utilized***

Recognizing individual differences, SS. Cyril & Methodius Catholic School utilizes many different instructional methods in our endeavor to educate the whole child. Among the most universal practices by all of our teachers are:

- Computers and online resources. The computer/student ratio in our school is currently 1:3 and growing. We recognize the merits of this type of learning as well as its entanglements.
- Manipulatives in language arts and mathematics. All classrooms are equipped with these items, including "Jeopardy" type games that include the entire class.
- Videos and field trips. These are planned to coordinate with specific lesson units in all grades.
- Home/School projects. Our Poetry Contest and Science Fair are both home/school cooperative efforts. We encourage parental guidance in every subject - but require it on these two projects.
- Cooperative groups and test corrections. Students who receive a D or F on an examination are permitted to make test corrections, citing the page and paragraph and/or showing all the work for the missed questions. Partial credit is awarded to those who take advantage of this offer.

#### ***5. Professional Development***

In the State of Ohio, new regulations for teacher licensure have made it mandatory for all professional personnel to present a professional development plan. In our school, those goals are aligned to those of our School Improvement Plan. All teachers have three goals – one each related to technology, religion, and an academic core subject. Our new mathematics program is a result of many cluster meetings and textbook selection committees.

As a faculty we have logged over 315 clock hours in professional development opportunities in the last three years. Some of our teachers have attended seminars and returned to give that same seminar to our other teachers. Both the Diocese of Cleveland and Lakewood Public School District offer many development opportunities. Recent seminars included the Diocese of Cleveland VIRTUS training program, "Rainbows for all God's Children" training, and Easy Grade Pro computer training. As a result of the latter, all of our grade reporting is now accomplished via computers.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association(s): NCEA (Nat'l Catholic Education Assoc.); OCSAA (Ohio Catholic School Accrediting Assoc.); NAESP (Nat'l Assoc. of Elementary School Principals); OCC (Ohio Catholic Conference); USCCB (US Conference of Catholic Bishops); CAPE (Council of American Private Education)

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No \_\_\_\_\_

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

4.

\$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_  
K 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup>

### **TUITION**

**Grades K-8 \$1,550.**

\$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_  
6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup>

4. What is the educational cost per student? **\$2,800.**  
(School budget divided by enrollment)
5. What is the average financial aid per student? **\$ 500.**
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? **5 %**
7. What percentage of the student body receives scholarship assistance, including tuition reduction? **35 %**

## **PART VII - ASSESSMENT RESULTS**

Note: This school is applying under the dramatic improvement standard.

TABLE 1 - This table represents a total picture of SS. Cyril & Methodius school test scores in reading and math over three years in all grades except kindergarten, demonstrating high levels of achievement. Data have been disaggregated for low-income students.

TABLES 2 & 3 - These tables represent Reading (Table 2) and Math (Table 3) scores in the cohort group (8<sup>th</sup> grade, 2004) for which we are demonstrating dramatic improvement over a three-year period by more than ½ standard deviation. We have tracked this cohort's scores from 5<sup>th</sup> grade through 8<sup>th</sup> grade. We are especially proud of the growth the group has demonstrated because the starting points in grade 5 (a scaled score of 228 in reading and 219 in math) were already above the national mean (by 0.518 standard deviation in Reading and by 0.166 standard deviation in Math). Moreover, the growth of more than ½ standard deviation during the three-year period holds true for the subgroup of low-income students.

**TABLE #1**

**SCHOOL ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**  
**With Subgroups**

**SS. CYRIL & METHODIUS CATHOLIC SCHOOL**

**Iowa Test of Basic Skills  
Form A, 2000  
Riverside Publishing**

- Scores are reported as percentiles.
- No students are excluded from the test.
- Kindergarten students do not take test
- Low-income Students defined by Title I Eligibility and Free/Reduced Lunches.

	2004	2003	2002
Testing month	March	March	March
<b>Grade 8</b>			
Reading	69	58	59
Mathematics	61	58	67
Number of students tested	15	18	26
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Low-income Students			
Reading	68	58	60
Mathematics	59	52	65
Number of students tested	4	8	13
<b>Grade 7</b>			
Reading	57	68	53
Mathematics	55	57	65
Number of students tested	11	15	19
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Low-income Students			
Reading	57	56	62
Mathematics	52	50	60
Number of students tested	5	4	8
<b>Grade 6</b>			
Reading	64	45	70
Mathematics	61	40	66
Number of students tested	16	13	16
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Low-income Students			
Reading	63	46	68
Mathematics	60	40	59
Number of students tested	6	6	4

<b>Grade 5</b>			
Reading	66	65	49
Mathematics	49	45	38
Number of students tested	13	18	12
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Low-income Students			
Reading	65	65	44
Mathematics	51	44	40
Number of students tested	5	8	6
<b>Grade 4</b>			
Reading	64	71	62
Mathematics	51	62	49
Number of students tested	11	13	18
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Low-income Students			
Reading	63	68	59
Mathematics	50	60	44
Number of students tested	4	6	6
<b>Grade 3</b>			
Reading	73	59	71
Mathematics	71	66	65
Number of students tested	10	13	17
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Low-income Students			
Reading	70	57	71
Mathematics	66	61	64
Number of students tested	4	7	8
<b>Grade 2</b>			
Reading	67	73	69
Mathematics	77	79	63
Number of students tested	15	11	11
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Low-income Students			
Reading	69	70	68
Mathematics	71	75	60
Number of students tested	8	5	6
<b>Grade 1</b>			
Reading	62	60	71
Mathematics	66	70	70
Number of students tested	18	18	11
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Low-income Students			
Reading	59	62	70
Mathematics	66	68	66
Number of students tested	9	11	5

**TABLE #2**

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS  
COHORT CLASS - FOUR YEARS OF DATA  
*Iowa Test of Basic Skills***

**SS. CYRIL & METHODIUS CATHOLIC SCHOOL**

**Subject** Reading **Grade** Class of 2004 – 8<sup>th</sup> Grade **Test** Iowa Test of Basic Skills

**Edition/Publication Year** A **Publisher** Riverside Publishing

Scores are reported here as (check one): NCEs      Scaled scores ☒ Percentiles     

	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing month	March	March	March	March
<b>SCHOOL SCORES (Cohort Class)</b>	Gr.8	Gr.7	Gr.6	Gr.5
Total Mean Score (SS)	283	264	242	228
Number of students tested	15	16	16	16
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<b>SUBGROUP SCORES (Cohort)</b>				
Low-income Students (Title I Eligible)	Gr.8	Gr.7	Gr.6	Gr.5
Number of students tested	4	4	4	4
Mean Score (SS)	268	249	236	216
Percent of total from subgroup	27%	25%	25%	25%

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003- 2004	2002- 2003	2001- 2002	2000- 2001
<b>COHORT</b>	Gr.8	Gr.7	Gr.6	Gr.5
<b>NATIONAL MEAN SCORE</b>	248	238	227	214
<b>NATIONAL STANDARD DEVIATION</b>	34	32	29	27
<b>#SD ABOVE NAT'L MEAN SCORE</b>	1.029	0.813	0.517	0.518
<b># SD CUM. GROWTH (Main group)</b>	<b>0.511</b>			
<b># SD AB. NAT'L MEAN (Subgroup)</b>	0.588	0.343	0.310	0.074
<b># SD CUM. GROWTH (Subgroup)</b>	<b>0.514</b>			



**TABLE #3**

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS  
COHORT CLASS - FOUR YEARS OF DATA  
*Iowa Test of Basic Skills***

**SS. CYRIL & METHODIUS CATHOLIC SCHOOL**

**Subject** Math **Grade** Class of 2004 – 8<sup>th</sup> Grade **Test** Iowa Test of Basic Skills

**Edition/Publication Year** A **Publisher** Riverside Publishing

Scores are reported here as (check one): NCEs      Scaled scores ☒ X Percentiles     

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
<b>SCHOOL SCORES (Cohort Class)</b>	Gr.8	Gr.7	Gr.6	Gr.5
Total Mean Score (SS)	273	263	239	219
Number of students tested	15	16	16	16
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
<b>SUBGROUP SCORES (Cohort)</b>				
Low-income Students (Title I Eligible)				
Number of students tested	4	4	4	4
Mean Score (SS)	266	251	232	212
Percent of total from subgroup	27%	25%	25%	25%

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001
<b>COHORT</b>	Gr.8	Gr.7	Gr.6	Gr.5
<b>NATIONAL MEAN SCORE</b>	250	240	228	215
<b>NATIONAL STANDARD DEVIATION</b>	33	30	27	24
<b>#SD ABOVE NAT'L MEAN SCORE</b>	0.696	0.766	0.407	0.166
<b># SD CUM. GROWTH (Main group)</b>	<b>0.530</b>			
<b># SD AB. NAT'L MEAN (Subgroup)</b>	0.484	0.366	0.148	-0.125
<b># SD CUM. GROWTH (Subgroup)</b>	<b>0.609</b>			